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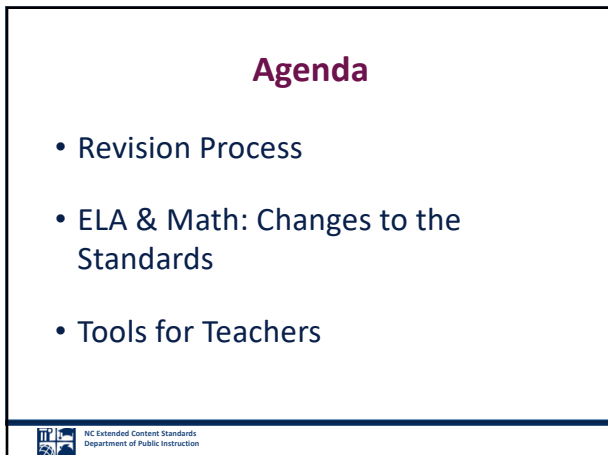
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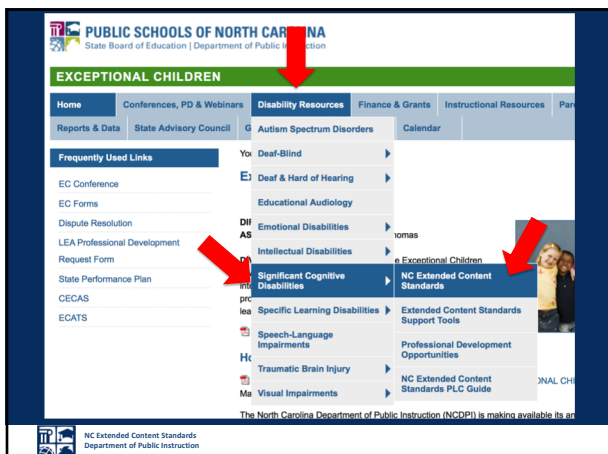
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# Extended Content Standard Revisions

## ELA & Mathematics




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### Revision Process

Completed Steps:

1. Established a writing team and developed drafts of proposed changes.
2. Reviewed data, research, and changes to SCOS Standards.
3. Submitted draft for public review and input.
4. Revised draft as necessary.
5. Submitted to State Board of Education for discussion and approval.
6. In the process of conducting professional development for teachers and administrators.




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The language within the standards  
was simplified.




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Previous RL.4.1: Identify details or examples in a text that explain what the text says explicitly.

New RL.4.1: Use details from the text to recount what the text says.



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Many of the standards with multiple parts were rewritten with fewer parts to make the expectations clear and concise.



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New K.CC.4: *Demonstrate one-to-one correspondence by pairing one object with one and only one number and each name with only one object.*

Previous K.CC.4: *Understand the relationship between numbers and quantities (0-10); connect counting to cardinality.*



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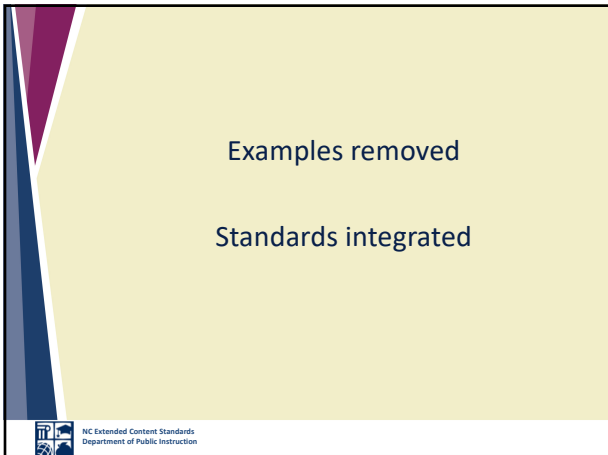
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Examples removed

Standards integrated

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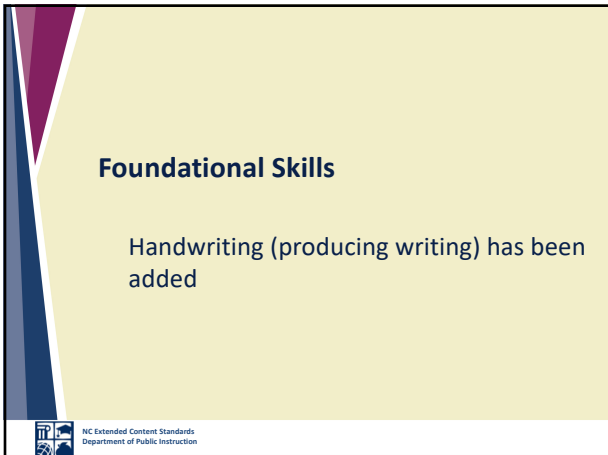
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**Foundational Skills**

Handwriting (producing writing) has been added

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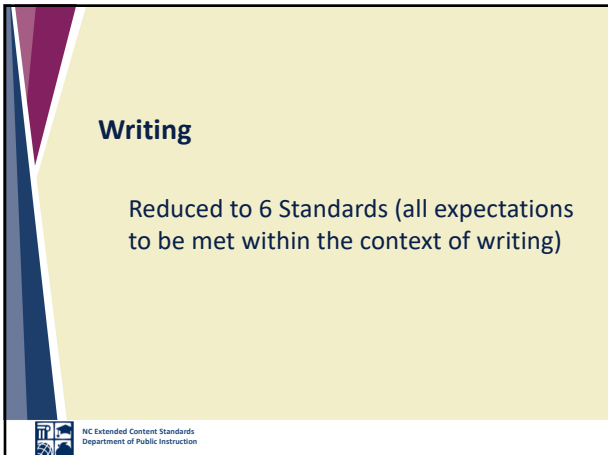
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**Writing**

Reduced to 6 Standards (all expectations to be met within the context of writing)

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## Language

Standards 1 and 2 now have clarification on charts at the end of the Standards document.

They show the continuum across grade bands



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## Language Standard 1 Grammar Continuum

Skill	K-1	2-3	4-5	6-8	9-12
<b>Nouns</b>	Use frequently occurring nouns in writing or communication.	Use common nouns (mom, dad, boy, girl) in writing or communication.	Combine common nouns with verbs.	Use a wide range of nouns in writing or communication.	Use nouns that are appropriate to the context.
<b>Verbs</b>	Use familiar, frequently occurring verbs in writing or communication.	Use a range of verbs in writing or communication.	Use regular past tense verbs.	Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told) in writing and communication.	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk) in writing and communication.

This is a partial listing. Refer to the standards document for the full continuum.



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## Language Standard 2 Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
<b>Capitalization</b>		Capitalize the first letter of own name.	Capitalize proper nouns.	Use capitalization when writing a sentence or question.	Use capitalization when writing proper nouns, sentences, or questions.
<b>Punctuation</b>	With guidance and support during shared writing, put a period at the end of a sentence.	During shared writing, indicate the need to add a period at the end of a sentence.	Use question marks at the end of written questions during shared writing activities.	Use end punctuation when writing a sentence or question.	Use a comma and conjunction to combine two simple sentences.


This is a partial listing. Refer to the standards document for the full continuum.



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# Mathematics

Numbers are taught in context

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K-3 removed expressive language demands such as “Describe”

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Decreased the language demands across for all grades

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## 8th Grade *The Number Systems and Functions* have been added

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Crosswalks		
North Carolina EXTENDED CONTENT STANDARDS ELA CROSSWALK		
North Carolina EXTENDED CONTENT STANDARDS 2017	North Carolina EXTENDED CONTENT STANDARDS 2011	OMITTED AND INTEGRATED STANDARDS
<b>English Language Arts K-12</b> <b>Reading Strand:</b> K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They must be able to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text. <b>NCECS ELA 2017 Adopted June 2017 for implementation 2018-19</b>		
<b>READING LITERATURE</b> <b>CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>		
<b>RL.K.1.</b> With guidance and support, identify details in familiar stories.	1. With prompting and support, answer questions about key details in a familiar story.	
<b>RL.1.1.</b> Identify details in familiar stories.	1. With prompting and support, ask and answer questions about key details in a story.	
<b>RL.2.1.</b> Answer who and what, where, questions to demonstrate understanding of details in a familiar text.	1. Answer each question as who, what, and where to demonstrate understanding of key details in text.	
<b>RL.3.1.</b> Answer who and what questions to demonstrate understanding of details in a familiar text.	1. Answer questions to demonstrate recall of details from text.	
<b>RL.4.1</b> Use details from the text to recount what the text says.	1. Identify details or examples in a text that explain what the text says explicitly.	
<b>RL.5.1</b> Identify words in the text that answer a question about explicit information.	1. Select quotes that explain what the text says explicitly.	
<b>RL.6.1</b> Determine what a text says explicitly as well as what simple inferences must be drawn.	1. Analyze a text to determine events, or actions that are stated explicitly and those that must be inferred (e.g., the text reads, the boy jumped out of bed and ran to school. Explicit = boy jumping and running. Inferred = got dressed, ate breakfast ).	

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## Activity

### Extended Content Standard Expectations

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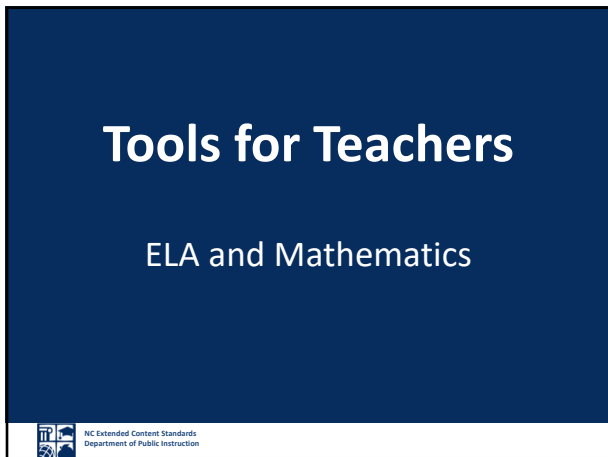
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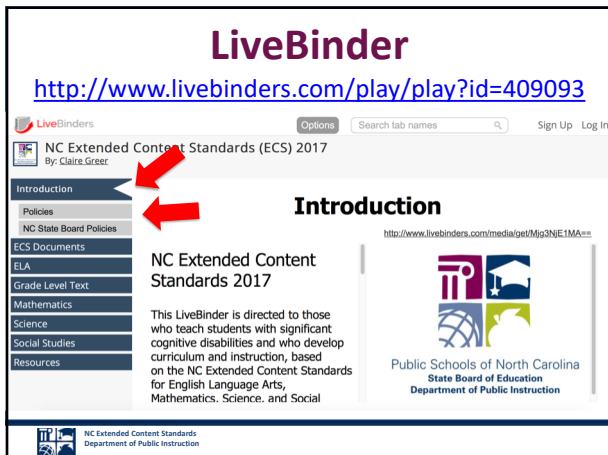
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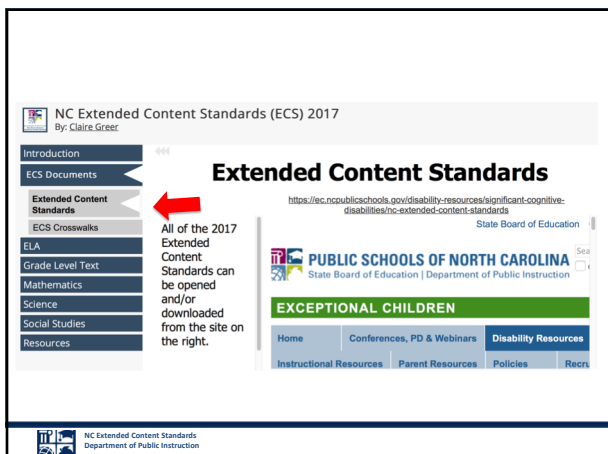
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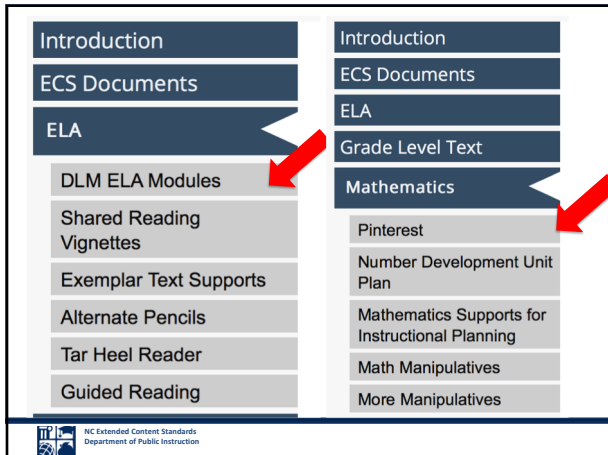
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## Exemplar Text Supports

<http://dynamiclearningmaps.org/familiar-texts-im>

Exemplar Text Supports Grade Band 9-10

Grade Band 9-10

The Gift of the Magi	To Kill a Mockingbird by Harper Lee
The Odyssey	<u>Atticus Finch</u> : A description of Atticus Finch, the father in <i>To Kill a Mockingbird</i> .
Things Fall Apart	<u>Morals</u> : A book describing morals and how they define right and wrong.
To Kill a Mockingbird	<u>Scout</u> : A description of Scout, a main character in <i>To Kill a Mockingbird</i> .
	<u>To Kill a Mockingbird</u> : A retelling of <i>To Kill a Mockingbird</i> .
	<u>Tar Heel Reader: To Kill a Mockingbird Collection</u> .

**NAVIGATION**

DLM Professional Development  
Dynamic Learning Maps  
Exemplar Text Supports  
Instructional Resources  
FAQs  
Blog

**PROFESSIONAL DEVELOPMENT  
PROVIDED BY THE CENTER FOR  
LITERACY AND DISABILITY STUD-  
IES**

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## SHARED READING VIGNETTES

<https://www.dlmpd.com/instructional-resources/>

3rd Grade Shared Reading Vignette: My Father's Dragon Unit - "Wild Island"

4th Grade Shared Reading Vignette: The Birch-bark House Unit - "Omakayas"

5th Grade Shared Reading Vignette: The Secret Garden - "Families"

7th Grade Shared Reading Vignette: Hatchett - "Moose"

9th-10th Grade Shared Reading Vignette: The White Heron - "Making a Dress"

11th-12th Grade Shared Reading Vignette: To Kill a Mockingbird - "Dad Loved the Farm"

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## Pinterest Boards

DLM: Compose and Decompose Numbers

<https://www.pinterest.com/.../dml-compose-and-decompose.../>

DLM: Data Analysis and Probability

<https://www.pinterest.com/.../dml-data-analysis-and.../>

DLM: Fractions

<https://www.pinterest.com/cgreer7/dlm-fractions/>

DLM: Functions

<https://www.pinterest.com/cgreer7/dlm-functions/>

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DLM: Geometry

<https://www.pinterest.com/cgreer7/dlm-geometry/>

DLM Math: Instructional Practice

<https://www.pinterest.com/cgr.../dlm-instructional-practice/>

DLM Math: Measurement

<https://www.pinterest.com/cgreer7/dlm-measurement/>

DLM Math: Number Sense

<https://www.pinterest.com/cgreer7/dlm-number-sense/>




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DLM Math: Operations

<https://www.pinterest.com/cgreer7/dlm-operations/>

DLM Math: Patterning and Algebra

<https://www.pinterest.com/cgr.../dlm-patterning-and-algebra/>




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Facebook



Ongoing Instructional Support




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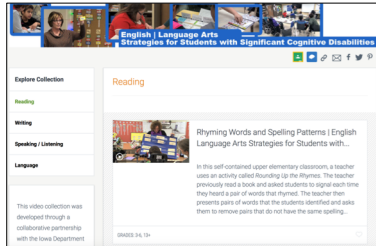
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## PBS Learning Media

[https://iptv.pbslearningmedia.org/collection/ela-strategies-for-students-with-cognitive-disabilities/#.Wp\\_ntWbVSYU](https://iptv.pbslearningmedia.org/collection/ela-strategies-for-students-with-cognitive-disabilities/#.Wp_ntWbVSYU)



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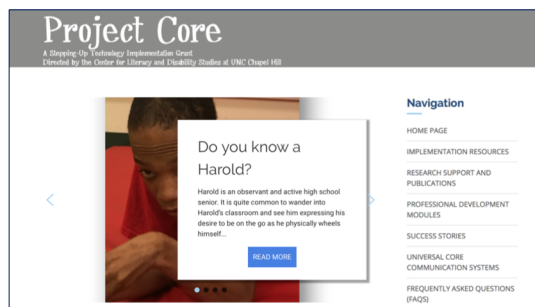
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## Project Core

<http://www.project-core.com>



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## Modules

- ELA Instructional Implications
- Mathematics Instructional Implications
- Universal Design for Learning and Students with Significant Cognitive Disabilities



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## THANK YOU!

For any additional information or questions, please contact:

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919-807-4059
- Dreama McCoy [Dreama.McCoy@dpi.nc.gov](mailto:Dreama.McCoy@dpi.nc.gov)  
919-807-3920



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